



# St Joseph's Catholic Primary School & Nursery

## Early Years Foundation Stage (EYFS) policy

Our family at St Joseph's Learns, Loves and grows with God at the centre

Reviewed and ratified by Governing Body	9 <sup>th</sup> March 2023
Next Revision	Annual
To be reviewed	March 2024

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2022.

## 3. Structure of the EYFS

At St Joseph's we offers places to all children following their second birthday (aged 2 and over). Children are offered places at entry points throughout the year.

All 3 year old children are able to access a FREE part-time 15 hour place the term after their child turns 3. Many working parents of 3 and 4 year-olds could also be eligible to receive 30 hours funded childcare. If eligible, parents /carers will receive a code which is given to the school office together with your National Insurance Number and the child's date of birth.

Fees are charged for all 2 year old and 3 year old places where parents are not eligible for funding.

*Nursery places do not guarantee a Reception place in the main school and the admissions policy on the school website details the oversubscription criteria.*

Subject to availability, we also offer Breakfast Club at 7:30 am at a charge of £7 and After School Club from 3:15 pm – 6:00 pm at a charge of (£13 for siblings). We also offer After School Club to 2 year old's once they are fully settled in class.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2022.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In the 2 year old provision all activities planned for are linked to the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. In the 2 year old provision each Key Worker selects one child per week to send home a 'All about me' form to gain further knowledge of the child's interests at home to then incorporate this into their planning and build upon this within the setting.

#### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. In the 2 year old provision and Nursery focused teaching is carried out in key worker groups.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

### 5. Assessment

At St Joseph's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. The 'Two Year Check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in Pre-Nursery and Nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by inviting the school nurse to come and complete a workshop with parents around oral hygiene as well as discussing this with children. All children have access to fruit in their classrooms and children are in sight of an adult when eating. Children have water at school.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

### **Appendix 1. List of statutory policies and procedures for the EYFS**

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy